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ABSTRACT

The practicum addressed the problem of student teachers' inadequacy in managing out-of-control children in the elementary classroom. The objectives were to conduct: (1) an in-service program on six factors that contribute to out-of-control behavior; and (2) an in-service program on the techniques for managing the out-of-control child. Techniques included family intervention conferences, three-party confrontation, resolution contracting, physical reconstruction of the learning environment, hassle logs, tonal taping, and audio assessment. Objectives were met. A total of 97 percent of the student teachers were able to state the factors contributing to out-of-control behavior with 95 percent accuracy. A total of 94 percent of the student teachers were able to state and apply at least five techniques to manage out-of-control children with 95 percent accuracy. A questionnaire that was used as an evaluative tool is appended. A bibliography provides 22 references. (Author/GLR)

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ED 336175

Development and Implementation of an Inservice to Increase Student Teachers' Understanding and Management of the Out-of-control Child in the Elementary Classroom

by

Arlene Pomije, CSJ

Cluster 35

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A Practicum I Report presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova University

1990

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Director of Clinical Experiences
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June 18, 1990
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This practicum report was submitted by Arlene Pomije, CSJ, under the advisor listed below. It was submitted to the Ed.D Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

June Delano, Ph.D., Advisor

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ABSTRACT

Development and Implementation of an Inservice to Increase Student Teachers' Understanding and Management of the Out-Of-Control Child in the Elementary Classroom. Pomije, Arlene., 1990: Practicum I Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Student Teachers/Preservice Teacher Education/Teacher Education/Elementary Education/Student Teacher Attitudes/ Behavior Problems/Discipline/Classroom Environment/ Classroom Communication/Discipline Policy

This practicum addressed the need of student teachers to manage out-of-control children in the elementary classroom. The goal of the writer was that student teachers will possess knowledge and techniques to manage the out-of-control student. The objectives of the practicum were: 1) to conduct an inservice on the factors contributing to out-of-control behavior; and 2) to conduct an inservice on the techniques to manage the out-of-control child.

During the implementation phase the writer design and conducted the inservice. The inservice focused on the six major causes leading to out-of-control behavior. Several techniques were presented, used and discussed with the student teachers. The techniques presented included family intervention conferences, three party confrontation, resolution contracting, physical reconstruction of the learning environment, hassle logs, tonal taping, and audio assessment.

As a result of the practicum the objectives were achieved with a high degree of success. Of the total number of student teachers participating 97% of the them were able to state the factors contributing to out-of-control behavior with 95% or better accuracy. A total of 94% of the student teachers were able to state and apply at least five techniques to manage out-of-control children with a 95% or better accuracy.

CHAPTER I

INTRODUCTION

Description of Community

The work setting is a large university located in the midwest. The university is located in a metropolitan city with a population of approximately two million people. The city's population consists mainly of white middle class with an increasing minority populace. The area is consider to be growing in development and commerce. The arts and education are considered to be of great importance to the region. The university is one of many universities, colleges and technical institutes serving this city.

The university has a population of an average of 40,000 students per year of which approximately 2,000 students are in the college of education. The college runs on a quarter basis, with 5 quarters consisting of one year. During three of these quarters there are approximately 60 students who register for a degree in elementary education. On the average, 95% of these students are female, ranging from 18-50 years of age, with the majority being 19-24 years old.

At most, any minority population is usually represented with one or two students.

The college of education consists of over 150 faculty members. About 20 of these members work directly with elementary education majors on a regular basis. The faculty at large prepare these students in their liberal arts education while the core group of twenty prepare the students in curriculum and methods of elementary education. However, this faculty does not plan or supervise the student teaching aspect of the program. The student teaching experience is developed and supervised by a director of clinical experiences and 8 supervisors.

The writer's association began with the university five years ago when she was requested to give assistance to student teachers in classroom management. Since then the writer was hired by the university to place, supervise and evaluate student teachers in social studies education. At present, the writer is hired by the university to provide seminars in classroom management each quater for those students moving into the student teaching phase of their programs. Assistance in management is provided to supervisors of student teachers upon request. The writer is also employed by a private college in which she teaches methodologies in elementary education.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

As student teachers entered the classroom for their ten week full-time teaching experience they encountered a variety of classroom management problems. Among them was the management of the out-of-control student. For the sake of clarity, the out-of-control student was defined in this practicum as one whose behavior continues to negatively affect the learning of the child and/or other children despite repeated use of generally effective management techniques. The student teachers observed that regular teachers experienced problems also in managing these students. As the student teachers engaged in teaching, they too, found the out-of-control student difficult, if not almost impossible, to manage. It appeared that methods that were usually effective with most children failed or came close to failing with the out-of-control student.

In summary, the problem was that student teachers did not have adequate knowledge and techniques to manage the out-of-control student.

Problem Documentation

Evidence of this problem was supported by observations, interviews, surveys and evaluations. The writer began to work with student teachers in the fall of 1987. During a nine month period the writer observed the same fifteen students for both a three week practicum and for their nine week student teaching period. During these observations, twelve out of the fifteen student teachers were experiencing difficulty with the out-of-control student. In evaluations written by the above student teachers, eleven out of the fifteen stated that management was a problem.

In 1988 the writer worked with a college supervisor and her eight student teachers in the area of management. Five of the students observed by the supervisor and the writer were experiencing difficulty in management. In personal interviews between the writer and each of these five students several attitudes were also discovered. Three of the five students did not believe that their cooperating teacher effectively managed the out-of-control child and

found the cooperating teacher used techniques that were unsuccessful. These student teachers believe they did not have the skills to manage this type of child nor did they know exactly where to go for help.

In the winter of 1989 a survey was conducted at the request of the supervisors of student teachers. Fifty-two student teachers were surveyed. Fifty of the students stated that they did not believe that they possess adequate skills to manage the out-of-control student.

Causative Analysis

One probable cause for the problems encountered by student teachers in dealing with the out-of-control student was that these preservice teachers were not provided with adequate knowledge and techniques to manage these children. The writer examined the required curriculum for elementary education majors and found that no course in classroom management was required or offered in the elementary program. The students did receive some help in management in their required course in educational foundations. However, there was no direct education on the out-of-control child.

There is a course offered periodically on the masters level on classroom management. A few elementary students

had taken this course on their own. The writer attended this class for its entire length to observe the content of the program. The purpose of the writer was to observe and experience what students were actually getting. The course consisted mainly of techniques for general management of K-2 students. The course did not contain any background information in theory and research of behavior problems or the out-of-control student. It was the opinion of the writer that the course lacked significant content and was of little benefit to the preservice teacher.

According to the supervisor of clinical experiences for student teachers, there were many varied reasons why the students do not have a required course that effectively deals with management. It was her view that there were two basic reasons. It was the belief among some professors that management curriculum belongs in the professional aspect of the elementary program and not in the content areas. The second reason was that financially the college was cutting back and that the dollars may not be there.

Another probable cause was that some strategies employed by some of the student teachers were not effective. This was clearly seen as the writer directly observed the student teachers. Common among the student teachers experiencing difficulty was the lack of preventive strategies. Transitions between content and movement were poor, creating management problems for the class at large.

This only created an arena for the out-of-control student to have free reign. Student teachers experiencing difficulty with general classroom management were at an even greater loss for managing the difficult student. The only solution perceived by these student teachers was to remove the difficult child from the classroom while they taught. The students teachers who had relatively good management with the majority of the student body used methods, such as isolation within the room, for the out-of-control student. At best, this kept the student from being noisy but the child did not participate in any learning. The writer observed no techniques used to move the child beyond keeping quiet into engaging in learning.

A third cause for the problems with the out-of-control student centered around the preservice teachers' perceptions about student teaching. According to Simon Vienman (1984), who conducted a study of 1300 preservice teachers, their number one concern was classroom management. In a survey of 52 preservice teachers at the university, 50 believe they did not have the skills to manage the out-of-control students. The belief that one is not competent to manage a situation can easily add to the stress or lack of effective management.

Relationship of the Problem to the Literature

In attempting to understand and work with student teachers and the management of out-of-control children, one needed to examine the larger picture in relationship to discipline. Over the past decade classroom management has become a major concern for teachers, administrators and the public (Bartosh & Barilla, 1985). Daisy Reed (1989) cites the 1989 Gallup Poll and a study by Reed and Busby, which indicate that discipline and drugs (a self-management problem in itself) have been and continue to be schools number one problem. In fact, discipline has ranked number one in all but one of the Gallup Polls ever taken (Knicker, 1981). It appears that the general public views discipline as a major problem whether or not they are directly associated with schools.

Within the teaching field itself, concerns about discipline continue to command attention (Lasley, 1989). Reed (1989) states that many studies show management is a paramount concern among preservice teachers. This concern also extends well beyond the worries of preservice teachers. Vienman (1984), Seeman (1988), Cangelosi (1988), and Jones (1989) all state that discipline continues to be a major problem for veteran teachers and administrators as well. In a opinion poll conducted by the National Education Association (1981) 9 out of 10 teachers stated that behavior

problems interfered with their teaching on a consistent basis. Stress concerning this issue runs high. Who or what is responsible for the management problems today is difficult to answer. However, just passing blame around only adds to the problem and removes parents, teachers and administrators further away from effective solutions.

In order to arrive at solutions one needed to look at the possible causes. According to C.M. Charles (1985) the three main causes for consistent behavior problems are that children are raised in a more permissive family environment, teachers are not taught systematic procedures for dealing with behavior problems, and that teachers have become worn down in disciplining and thus have become lax in their efforts to maintain discipline. While Charles' views tend to generalize somewhat he does point to some areas of concern. Johnson (1980) also concluded from a survey of parents, teachers and administrators that lack of effective parent involvement causes or at least contributes to the problems concerning discipline in the schools. The home environment almost always plays a major role in behavior management. Richard Wielkiewicsz (1986) states well the interdependence of home and school environments.

> "Successful behavior management does not solely depend on school practitioners, however. The typical child spends most his or her time in two environments: the home and school. Neither environment is more important than the other. Each makes crucial contributions to the child's physical, behavioral, and cognitive growth.

> In the broadest sense, behavior problems observed in school really involve the entire system including the child, the home, and the school"(p.3-4).

There is ample support for the theory that one needs to understand what is happening outside of school in order to understand what is happening in school (Menacker, Weldon, & Hurwitz, 1989). From all the data that is available, no one would probably dispute that the breakdown in family life, poverty, crime and violence all affect the children in our schools. Curwin and Mendler (1988) state that there are in and out of school causes for discipline problems. In the out of school causes the authors state that violence in society, effects of the media, the me generation, lack of secure family environment and difficult temperament all effect behavior. Knowing and working with this knowledge are two different matters. Many of these factors may well be out of the control of school personnel but it does not mean that teachers are left hopeless or that there are no means for intervention. Teachers must take into account the family/social makeup while looking at causes of the out-of-control child. However, most discipline problems usually do not have only one cause. Working with the home environment is only one piece of the puzzle and other causes need to be accessed and remedied.

The second area that needed to be addressed in relation

to exploring causes of discipline problems are teachers. Wallen and Wallen (1980) believe that one of the major causes for out-of-control behavior is that teachers "ignore the psychological dynamics of the learning process" (p.5). Charles (1985) believes that teachers are not taught systematic procedures for dealing with behavior problems. While each of these two authors' views are slightly different they do address two components of teaching that interact with each other. The content and method of a teacher will add or subtract to their management system. Having a strong discipline plan for children might keep them quiet but learning may not take place. At the same time, a very creative teacher who does not employ management strategies will lose control of the class and will encounter severe difficulties with children who need a high degree of structure. The majority of good management is based on good organization and preventive strategies. When teachers are lacking in these areas they become part of the cause for the problems occurring (Curwin & Mendler, 1988).

Looking at teacher behavior and teaching methods as a probable cause for discipline problems is a very sensitive issue for many. Teachers often cite lack of support by school leadership as a cause for their discipline problems (Johnson, 1980). In return, school administration may fall back in adequately addressing the deficiencies within the teacher in order to gain or retain a working relationship.

This is a very unhealthy situation for school personnel to create. What begins to happen is that a lack of trust and support envelopes the staff. It is through this that one sees a negative culture develop within the school (Burns, 1985). According to Burns, when this culture is working, discipline problems grow out of it. It is not the teacher or administrator by themselves that create discipline problems but the combination of their attitudes. Good, healthy, teacher evaluation will never take place in a school culture such as this.

As previously stated, student teachers were also experiencing difficulties in management, especially with the out-of-control student. One would not be surprised by this since evidence of this problem among parents and teachers has just been presented. A common error in thinking is that how can one expect student teachers to manage if the veteran teachers are having problems. Student teachers and those who educate them have equal responsibility to look at possible causes for their difficulties.

Jones (1989), Reed (1989), and Vienman (1984) all cite ineffective teacher training programs as one of the main causes of the inability of some student teachers to effectively manage disruptive students. More specific, Doyle's (1985) recent research in classroom management and teacher preparation programs cite that "critics of teacher education claim that preservice curriculum does not

adequately stress the requisite concepts and skills needed or helping prospective teachers prevent and deal with the discipline problems evidenced in the classrooms" (p.31).

At best, student teaching is a very demanding situation. Having a person move into another's classroom and effectively manage and teach those children takes skill. The role of teacher education, according to some, is to teach as many of those skills as possible before entering teaching. Allowing preservice teachers to move into teaching without a broad base for management is a disservice to both the student teacher and the children.

The literature gives evidence that there are many causes why teachers have problems in management. Student teachers are not exempt from these experiences in their schools nor can university personnel have a great amount of control over what happens in the school culture. However, the literature supports the view that ineffective teacher education contributes to the difficulty student teachers have with out-of-control children. As cited in chapter 2, the population involved in this practicum were engaged in a curriculum which provides minimal education in management. It is the writer's belief that the student teachers were not adequately prepared to manage the out-of-control student.

CHAPTER III

ANTICIPATED OUTCOMES and EVALUATION INSTRUMENTS

The following goal and objectives were projected for this practicum.

The goal of the writer is that student teachers will possess knowledge and techniques to manage the out-of-control student in the elementary classroom.

The writer suggests three objectives to fulfill this goal. The first objective is that as a result of this practicum an inservice will be conducted on the factors contributing to the out-of-control behavior. As an end result of this inservice 90% of the student teachers will state five factors which contribute to out-of-control behavior. The evaluative tool will be a written questionnaire (see Appendix A). This tool is being used

base on the fact that these students are receiving this information through an inservice rather than a class. The tool needs to be precise in measuring the objective and needs to be brief due to the time restraints. Therefore, this tool appears to meet those criteria. The questionnaire asks the student to list five of the factors concerning out-of-control behavior that they have learned. The questionnaire will be administered by the writer at the end of the inservice. The standard of achievement will be 95% accuracy in the factors presented by the student teachers.

The second objective is that as an end result of this practicum an inservice will be conducted on the techniques to manage out-of-control students. As an end result of this inservice 90% of the student teachers will state five techniques for managing out-of-control students. The evaluative tool will be a written questionnaire (see Appendix A). This tool is part of the second section of the questionnaire used in measuring the first objective. The student teachers are presented with a scenario in which they list and describe five techniques which will enable them to improve the management of the student. The questionnaire will be administered by the writer. The standard of achievement will be 95% accuracy in the techniques presented by the student teachers.

The third objective is that as an end result of this practicum 90% of the student teachers will effectively manage the out-of-control student. The evaluative tool will be a written evaluation by the student teacher's college supervisor. The tool used will be the general evaluation for student teaching used at the university. Within this tool is evaluation on management. The standard of achievement will be that the student teacher must receive a satisfactory or above rating for management.

CHAPTER IV

SOLUTION STRATEGY

The problem was that the student teachers did not have adequate knowledge and techniques to manage the out-of-control student. This is not a new problem in education as one might think. Johnston and Ryan (1983) cite that research outcomes concerning the major difficulties experienced by beginning teachers have changed little. Discipline continues to be a major problem cited. Johnston et al. (1983) state that research tends to find out what the problems are for beginning teachers but does not continue to create solutions. In the past ten years there has been a greater attempt to work with the knowledge gleaned from research and to begin to create some solutions.

David Fontana (1985) suggests that one solution is to observe, critique, and change teacher behaviors. Teaching behaviors are an area that educational professionals have some control over and have the ability to change. Observation of these behaviors can be done by a variety of persons. If student teachers are being observed the

appropriate personnel would be the supervisor or the student teacher's cooperating teacher. The observing person would have to be skilled in working with out-of-control behavior if he/she were going to instruct a student teacher on how to change their behavior in a positive direction.

Another possible solution was to provide the student teacher with an effective discipline plan that he/she could follow. Bartosh and Barilla (1985) suggest a plan in which schools develop a discipline record system for students with difficult behavior. Within this system positive and negative behavior is recorded including date, time, place and a description of the interactions between the people involved. This data is kept on file with administrators and serves as the data base for intervention with parents and the student. The underlying belief behind this type of plan is to provide all teachers with a systematic plan for the management of difficult behavior. Other professionals also give support to this basic concept that if teachers are given one plan, management will increase (Stefanich & Bell, 1985; Cantor, 1988). Under this type of solution student teachers would be placed only in schools where some type of system was already operating for the management of difficult behavior.

Teacher education programs were another area in which one could look to in creating solutions. Jones (1989) believes that a teacher education program which incorporates

theory, research, teacher skills and prevention and intervention strategies will assist the educator in managing the out-of-control child. McQualter (1985) also supports Jones. He believes effective preservice education requires full integration of theory and practice. Lasley (1989) suggests that "new teachers be taught a minimum number of new strategies, but they should be required to demonstrate a high level of competence in using them" (p.32). It is the view of Lasley that preservice teachers should be taught enough techniques to survive and than gradually move into more complex techniques as ones teaching becomes more effective. The more well learned strategies the greater the chance a beginning teacher will have for prevention and fewer recurrences of problems (Lasley, 1989).

To test the idea whether cognitively teaching management to preservice teachers actually helps them to be in better control Everston (1989) conducted a study of two groups of student teachers. One group received inservices regarding management and the other group receive no training. Each group taught for one year and each student was observed frequently. The student teachers who had received education in management "had better student engagement and less inappropriate behavior" p.82). Knicker (1981) also cites a study by J. S. Kounin in which he investigated techniques used by teachers who were successful. In doing so it was found that the key to

teachers excelling in management was that they were taught preventive strategies prior to entering the profession.

In summary, the literature above appears to deal with three major areas: assessing the teacher behavior while in the classroom, providing a school placement that has a discipline plan for out-of-control children in place, and provide management education as part of preservice education. A possible solution was to incorporate the best of each of these element into a course to be taught in the elementary education curriculum. Within this course of study material on the out-of-control student would be a significant part. The course would present various models of discipline plans and would evaluate the pros and cons of them. An integral part of the course would be a field base component in which techniques could be tested and students were be observed. The students would be exposed to sound research and theory coupled with practical applications. Hopefully, a course such as this would be taught close to the student teaching period rather than in the beginning years of their education.

A slightly different solution would be to form cooperative learning teams for the student teachers. Each team would consist of two student teachers, their supervisors and their cooperating teachers. The six would share observations, critiquing of teaching behaviors and solutions for the problems encountered. The actual

classroom would serve as the learning environment.

Another viable solution was designing workshops for student teachers that dealt directly with management and the out-of-control student. These workshops would be conducted for student teachers only. This allows the student to freely interact with the material and other student teachers experiencing problems. The workshop would provide basic knowledge in understanding some of the factors that are connected with out-of control behavior. Then techniques for the management of that behavior will be taught and learned. The workshop would be conducted in the early half of the student teaching period so that students have some strategies before entering into full-time teaching.

Mentoring was another possible solution. Each student teacher, believed to have problems with out-of-control students would receive a mentor. This mentor would be someone outside their cooperating teacher. The mentor would need to be carefully selected by the supervisor and the cooperating teacher. The student teacher would then work on a one-to-one basis with a person specializing in management.

In examining all the above solutions a common thread appeared to run through them all. The thread was that at some point preservice or student teachers need to be taught basic knowledge and techniques in managing the out-of-control student regardless of the means in which they receive it.

The writer found the solution which creates a well

developed and integrated education course to be the best solution. It was the writer's belief that this type of course needs to be a part of the elementary education major. The reality of this solution at that time appeared remote. The reasons vary but in large fall into two categories: philosophical and financial. Educators within the university disagreed on whether management is part of the professional education which takes place during student teaching or whether it is part of the core content in the major. The other factor was that finances were a very serious problem and while cut backs were happening it was not likely that a new course would receive funding.

The cooperative team effort had some very positive elements. It involved other co-workers in the field and shared learning. The two major drawbacks regarding this solution was the large number of student teachers and the willingness of cooperating teachers to be a part of the venture. Since the reality was that cooperating teachers are already extremely pressured it could happen that some student teachers might not participate because their cooperating teachers were not willing. This could set up the potential for disharmony within these relationships. The solution also takes an enormous amount of planning.

The solution which provided inservices for student teachers had benefits to it. The most obvious was that those involved with preservice education were taking some

responsibly for the education of their students in the area of management. The inservice allows all student teachers access to the knowledge and techniques. It is an efficient way to serve the large numbers of student teachers. It also creates a step toward a class on management. The major drawback is that there is not sufficient time in workshops to explore the entire topic in depth.

Mentoring had outstanding benefits. Many successful things are happening with mentoring in education. Mentoring helps integrate the theory and knowledge with the actual situation. The primary role of mentoring is integration not instruction, although some instruction does occur in the mentoring process. If one agrees with the premise that student teachers need a foundation in management than mentoring should be a support not a replacement for the foundation. It is the belief of the writer that a good course in management would have a mentoring aspect to its field base component.

The solution chosen by the writer was to conduct inservices for the student teachers. This appeared to be the most direct way of obtaining the stated goal and objectives. The access to student teachers, space and time were realistic. The writer also believed the inservices can be another step in the direction of management becoming part of the core content. It was within the power base of the writer to create these inservices. The first inservice

focused on the factors that are related to out-of-control behavior. This session contained material on in and out of school causes for discipline problems. The second session dealt with techniques for the management of the out-of-control child. These techniques focused on student/teacher interventions, cooperative parent conferencing, collaborative contracting, physical structuring, attention achievement, and lesson and assignment restructuring. A report of the action taken can be found on the following page.

Report of Action Taken

The first step of the writer was to meet with the Director of Clinical Experiences at the university to ascertain the viability of the proposal and gain permission to work with the student teachers. Following that meeting the Director of Clinical Experiences invited the writer to meet with the college supervisors to share the proposal. Within this meeting the supervisors were very open to the proposal. However, not all supervisors were willing to give seminar time for the inservice. Therefore, it was their decision that the seminar be optional and scheduled outside seminar time. In order facilitate an estimate of those interested, a registration was conducted by the writer in which 90% of the student teachers signed up. The Director then proceeded to arrange for the date, space, and materials needed.

After permission was granted by the supervisors to work with the student teachers the writer went about the task of designing and providing the inservice. The inservice was composed of two components. The first component dealt with providing the students with a working definition for the out-of-control student. Following this the students worked in groups to explore what they might believe are the factors contributing to the out-of-control child. Through their

sharing and the contributing knowledge of the writer, the top six major contributing factors were discussed.

The second phase of the inservice focused on techniques to help manage those children. The techniques fell into two categories. The first category dealt with communication strategies and the second dealt with classroom action strategies. The communications strategies aim at providing examples of verbal interaction between various groups involved: the child, the teacher, the parents, and other support personal. The student teachers were provide with examples of cooperative parent conferencing, three party confrontation conferencing, and resolution contracting. Each of these interactions contain specific dialogue to be used in order to obtain more favorable results than obtain in regular conferecing.

The classroom action strategies deal with action that can be taken in the classroom as a follow through from the conferencing which has taken place. These techniques are used to teach children ways in which they can improve their behavior and increase their learning. These techniques include use of a hassle log, audio logging and assessment, role reversal learning, tonal taping, and physical reconstruction of the learning environment.

Following the inservice, a questionnaire concerning the material was administered.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

In review, the problem was that student teachers did not have adequate knowledge and techniques to manage the out-of-control student. The solution is to provide an inservice which provides knowledge about the factors which contribute to out-of-control- behavior and techniques to help manage that behavior.

The first objective was that as a result of this practicum an inservice will be conducted on the factors contributing to the out-of-control behavior. As a result this inservice the 90% of the student teachers would be able to state five factors which contribute to out-of-control behavior with at least 95% accuracy. As shown in Table I 97% of the students were able to accurately state the five factors contributing to this behavior. The breakdown of the accuracy is shown in Table 2.

The second objective was that as an end result of this practicum an inservice will be conducted on the techniques to manage out-of-control students. As a result of this inservice 90% of the student teachers will state five techniques for managing the out-of-control student, with 95% accuracy in the techniques presented. This objective was met by 94% of the student teachers with a 95-100% accuracy rate. This information is displayed in Tables 1 and 2.

TABLE 1

Percentage of Student Teachers Achieving the Stated Objectives

Objective	% of Students
Knowledge of factors	97
Knowledge of techniques	94

Note. Total number of students = 37

TABLE 2

Performance Scores Regarding Factors and Techniques Relating to Out-Of-Control Students

% of Accuracy	No. of Students	
	F	T
100	29	20
95-99	6	14
90-94	1	1
85-89	0	1
80-84	1	1
79-below	0	0

Note. F = factors contributing to out-of-control students and T = techniques used in managing out-of-control students. Total number of students =37.

Discussion

The results indicate that the objectives were met with a high degree of success. The third objective was removed from the practicum by the writer during the implementation stage. The reasons supporting this move centered around the timing of the inservice. Since the inservice was moved to a later date in the student teaching period, it was the view of the writer that their was not sufficient time for the students to actively implement and be observed. In respect to fairness to the student teachers, the writer chose not to measure this objective.

Returning to the two other objectives, some observations are in order. The results appear two indicate that the material presented was understandable and the students were capable of mastering it. There was a slight variance between the students stating of factors and their ability to apply techniques to a given situation. This was an expected outcome for the writer. However, the writer was surprised at the high degree of application shown by the students.

Much the literature today (Cangelosi, 1988; Jones, 1989; Reed, 1989; Seeman, 1988; Vienman, 1984) state that management is a number one concern of preservice teachers. The author found this to be true also. The most obvious to

the writer is that despite that attendance at the inservice was optional, it was held after work hours, and towards the end of school year which tends to be very pressuring, over half of the student teachers participated. The student teachers also openly shared during the inservice that management was the area they worried the most about.

Recommendations

The writer has a number of recommendations regarding the practicum. First, it is important that the student teachers have a good background in classroom management before attending an inservice such as this one. The inservice is designed to address the problems of a special needs group. This inservice is built upon the assumption that the teacher attempting to cope with the out-of-control child has adequate management skills in general. If a student teacher is attending this inservice whose has poor management skills, their success rate using these techniques will be extremely low, if not impossible, until their initial problem regarding general management is addressed.

Another recommendation is that the inservice be provided earlier in the student teaching period or in the

practicum experience time for the students. There needs to be a balance of having the inservice close to classroom experience but far enough away in order that the students have time to learn the techniques. It is recommended by the writer that the inservice occur during the time of the practicum experience. A follow-up inservice would then be designed during the student teaching period in which the students can explore their successes and failures. It is the belief of the writer that this type of interchange between the academic and the field experience creates for a strong program and for ongoing support in an area that is extremely important to student teachers and educators in general.

Dissemination

It pleases that writer to be able to state that the work of this practicum will be included in the education program of the new work place of the writer. The material was presented to the faculty and was received with much enthusiasm. The inservices will be implemented fall of 1990 and will be required of all education majors. The faculty was not only open to this work but also offered additional time for the inservices beyond what was requested by the writer.

In the past the writer has offered sessions on classroom management at various conferences. At a presentation at the Midwest Catholic Education Congress of 1989 many requests for help for the out-of-control child were made to the writer. The writer is planning to submit the work of this practicum as possible sessions for the 1991 Congress.

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QUESTIONNAIRE

Name_____ Date_____

The goal of these inservices is that student teachers will possess knowledge and techniques to manage the out of control student in the elementary classroom. To evaluate this goal I would ask you to please fill out this questionnaire to the best of your ability.

A. State five factors which contribute to out of control behavior.

1.

2.

3.

4.

5.

B. Read the following scenario. List and describe five techniques that will enable you to improve the management of the student.

Andy is a fourth grade student. He is one of the first to arrive on the playground every morning before school. He usually is verbally aggressive on the playground with other students. Sometimes this leads to physical aggression. By the time school starts Andy is usually at odds with someone. Andy rarely has any homework finished and when it is done, it is inadequate. While you are teaching, Andy is usually bugging other students, often by throwing small paper wads at them or making inappropriate sounds. When you approach him he laughs off what you have to say by making inappropriate

remarks the entire class can hear. During independent time he is off task unless you are directly supervising him. You have called his parents, revoked privileges, and removed him from the classroom at times yet the behavior continues. You are beginning to hear complaints from other parents concerning the effects of this child's behavior on the class. You believe you have tried everything and feel frustrated and angry with this child. What do you do now?

Technique 1

Technique 2

Technique 3

Technique 4

Technique 5